

Long Term Plan - Year A

Years One and Two

	Journeys	Toy Story	A Bug's Life	'Mini' topics
English	<p>The real story of <b>The Three Little Pigs</b>.  <b>The Snail and the Whale</b> by <b>Julia Donaldson</b>.  <b>The Train Ride</b> by <b>June Gebbin</b></p> <p>Write stories and plays that use the language of fairy tales and traditional tales            Write narrative diaries</p>	<p><b>Traction Man</b> by <b>Mini Grey</b></p> <p><b>Non Fiction</b>            Write labels.            Write lists.            Write captions.            Write instructions</p> <p><b>Poetry</b>            Write poems that use pattern, rhyme and description.            List poems – Ten things in a Wizard's pocket (Santa's pocket).</p> <p><b>Narrative</b>            Write stories with imaginary settings.            Write stories that mimic significant authors</p>	<p><b>Mad about minibeasts</b> by <b>Giles Andrea</b></p> <p><b>Non Chronological Reports</b></p> <p><b>Poetry</b>            Write poems that use pattern, rhyme and description</p>	
Maths	See long term plan	See long term plan	See long term plan	

<p>Science</p>	<p><u>To work Scientifically</u></p> <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions</li> </ul> <p><u>To understand light and seeing</u></p> <ul style="list-style-type: none"> <li>• Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</li> </ul>	<p><u>To work Scientifically</u></p> <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions</li> </ul> <p><u>To investigate materials</u></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>• Find out how the shapes of solid objects made from some materials can be</li> </ul>	<p><u>To work Scientifically</u></p> <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions</li> </ul> <p><u>To understand plants</u></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</li> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Find out and describe how plants need water, light and a suitable temperature to</li> </ul>	<p><b>Seasons – To be covered each term as the seasons change.</b></p> <p><u>To understand the Earth’s movement in space</u></p> <ul style="list-style-type: none"> <li>• Observe the apparent movement of the Sun during the day.</li> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><u>To understand movement, forces and magnets</u></p> <ul style="list-style-type: none"> <li>• Observe the apparent movement of the Sun during the day.</li> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length</li> </ul>
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		<p>changed by squashing, bending, twisting and stretching.</p> <ul style="list-style-type: none"> <li>• Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard.</li> </ul> <p><u>To understand movement, forces and magnets</u></p> <ul style="list-style-type: none"> <li>• Notice and describe how things move, using simple comparisons such as faster and slower.</li> <li>• Compare how different things move.</li> </ul>	<p>grow and stay healthy.</p> <p><u>To investigate living things</u></p> <ul style="list-style-type: none"> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other</li> </ul>	varies.
Computing	Year 1 T2 – Lets find out and film	Year 1 T1 - Toys	Year 1 T3 – Shadows and Stickmen	
Geography	<p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical</li> </ul>	<p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> </ul>		

	<p>geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul> <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>		
History	<p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> </ul>	<p><u>To understand chronology</u></p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and</li> </ul>		

	<ul style="list-style-type: none"> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<p>newer.</p> <ul style="list-style-type: none"> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>		
D+T	<p><u>To master practical skills</u></p> <p>Mechanics</p> <ul style="list-style-type: none"> <li>• Create products using levers, wheels and winding mechanisms</li> </ul>	<p><u>To master practical skills</u></p> <p>Electronics</p> <ul style="list-style-type: none"> <li>• Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</li> </ul> <p>Computing</p> <ul style="list-style-type: none"> <li>• Model designs using software.</li> </ul> <p><u>To take inspiration from design</u></p>	<p><u>To master practical skills</u></p> <ul style="list-style-type: none"> <li>• Shape textiles using templates.</li> <li>• Join textiles using running stitch.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul>	

		<p><u>throughout history</u></p> <ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> <li>• Suggest improvements to existing designs.</li> <li>• Explore how products have been created</li> </ul>		
Art	<p><u>To master techniques</u></p> <p>Painting</p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels</li> </ul>	<p><u>To master techniques</u></p> <p>Digital Media</p> <ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul> <p><u>To develop ideas</u></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different</li> </ul>	<p><u>To master techniques</u></p> <p>Drawing</p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using</li> </ul>	

		methods and materials as ideas develop.	coloured pencils.	
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